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ABSTRACT

This curriculum resource guide on office services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following occupations: bank clerk assistant, collator, file clerk assistant, interoffice and station messenger, mimeograph worker, photocopy machine worker, proof machine operator, receptionist, and spirit duplicator worker. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totaliy independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

Division of Occupational Education

Supervisors

Clarence R. Becker
Alexander Modderno
Francis J. Russo
Arthur Side

Project Supervisor

Clarence R. Becker

Project Coordinator

Aaron J. Schaeffer

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Division of Research and Development, Resource Staff

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Arlene B. Soifer
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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B1
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well illuminated factory type area, may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant)

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant)

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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11	Collating Materials
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14	Maintaining Business and Professional Offices
14	Disposal of Paper Refuse
15	Personal Hygiene and Proper Dress

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20	Mm Identifying and Lifting Heavy Objects
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21	Maintaining Business and Professional Offices
22	Disposal of Paper Refuse
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81 Monitoring and Counting Copy-Machine Production
82 Closing Spirit Duplicators
82 Maintaining Business and Professional Offices
83 Disposal of Paper Refuse
84 Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

BUS
#1
SC1-74

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

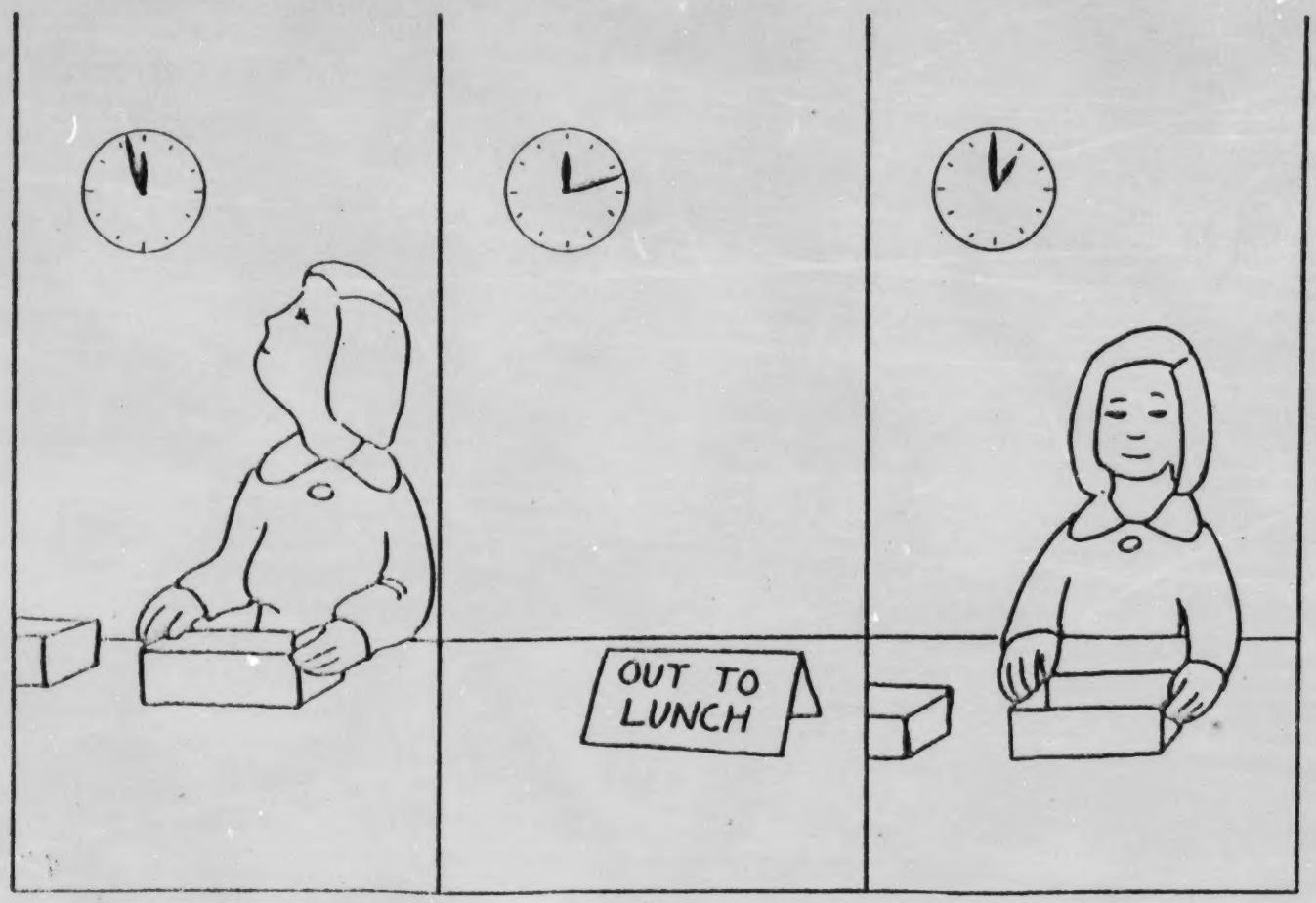
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Relationship with Co-workers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions: T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

RRRRIING!
ONE MOMENT, PLEASE!

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

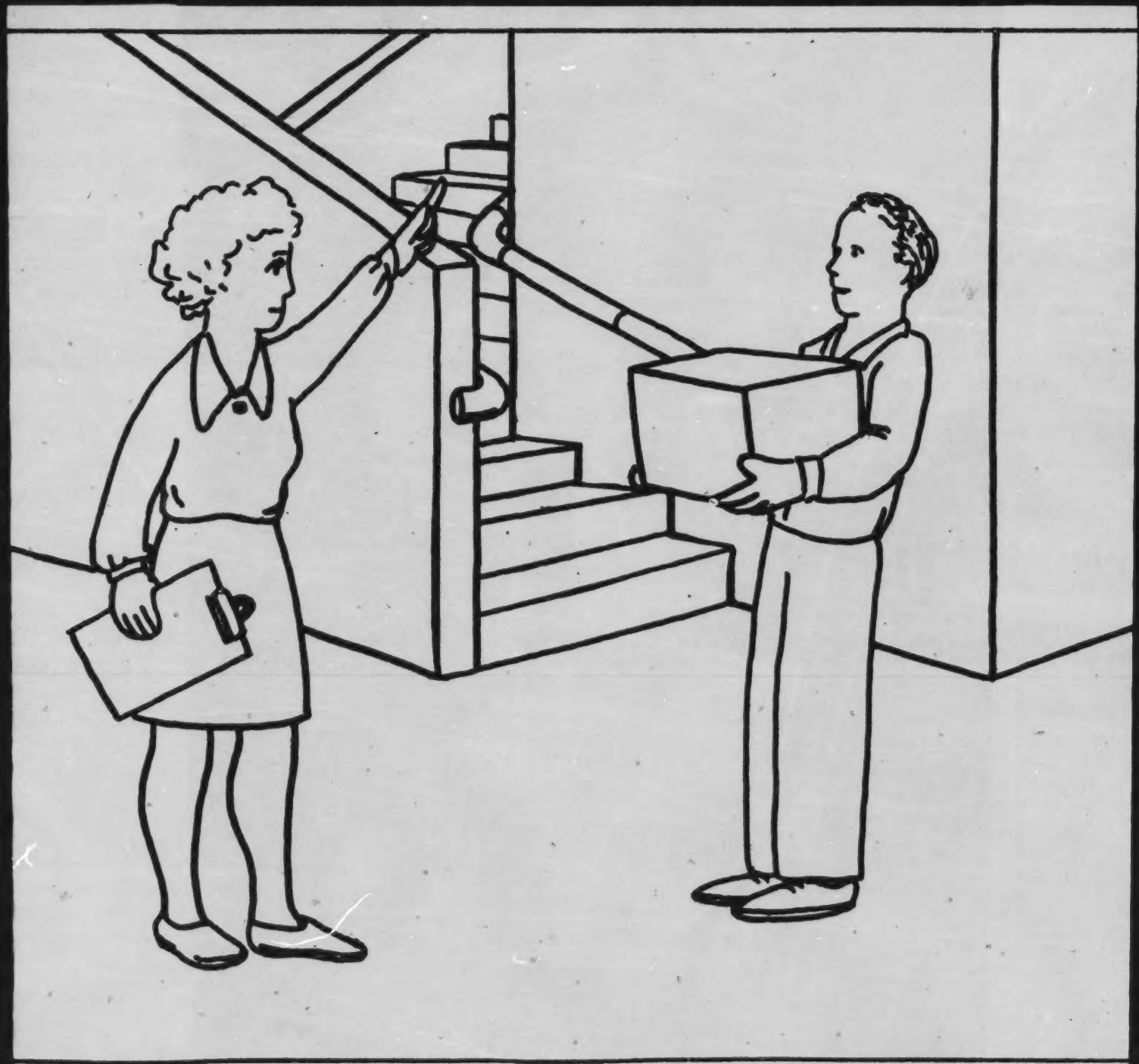
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

ELEVATOR
THIRD FLOOR PLEASE!
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TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

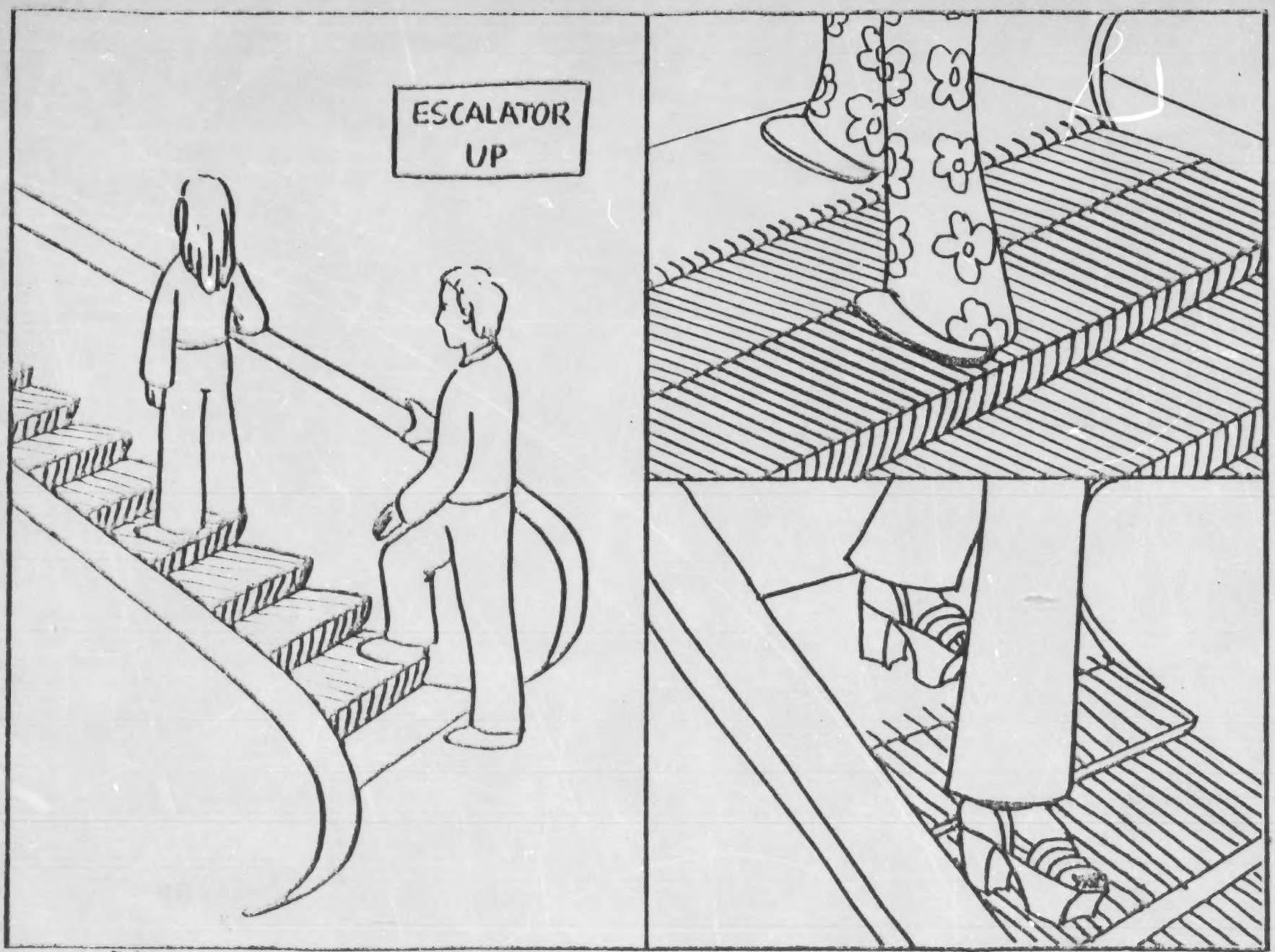
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Sitting or Standing for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

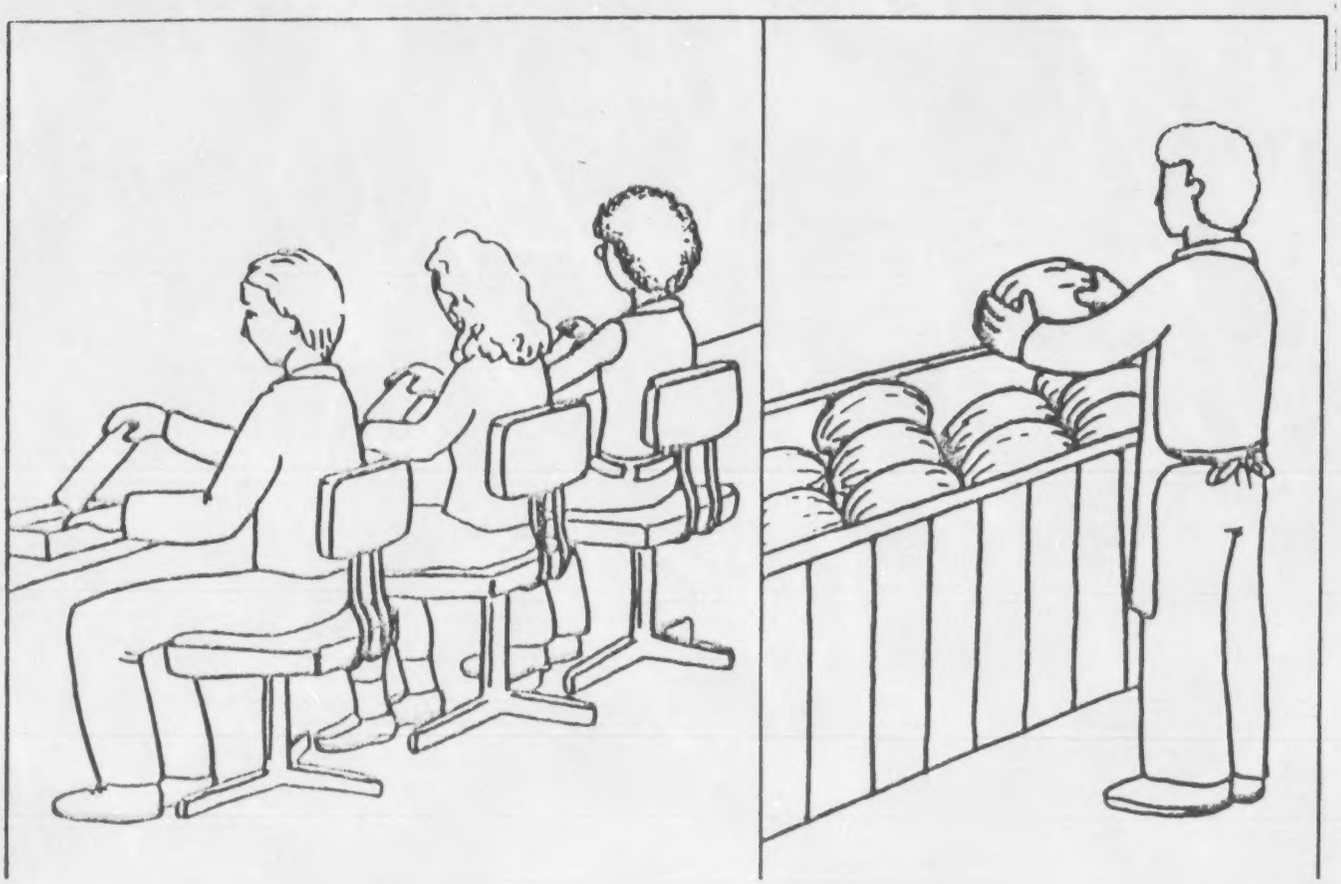
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

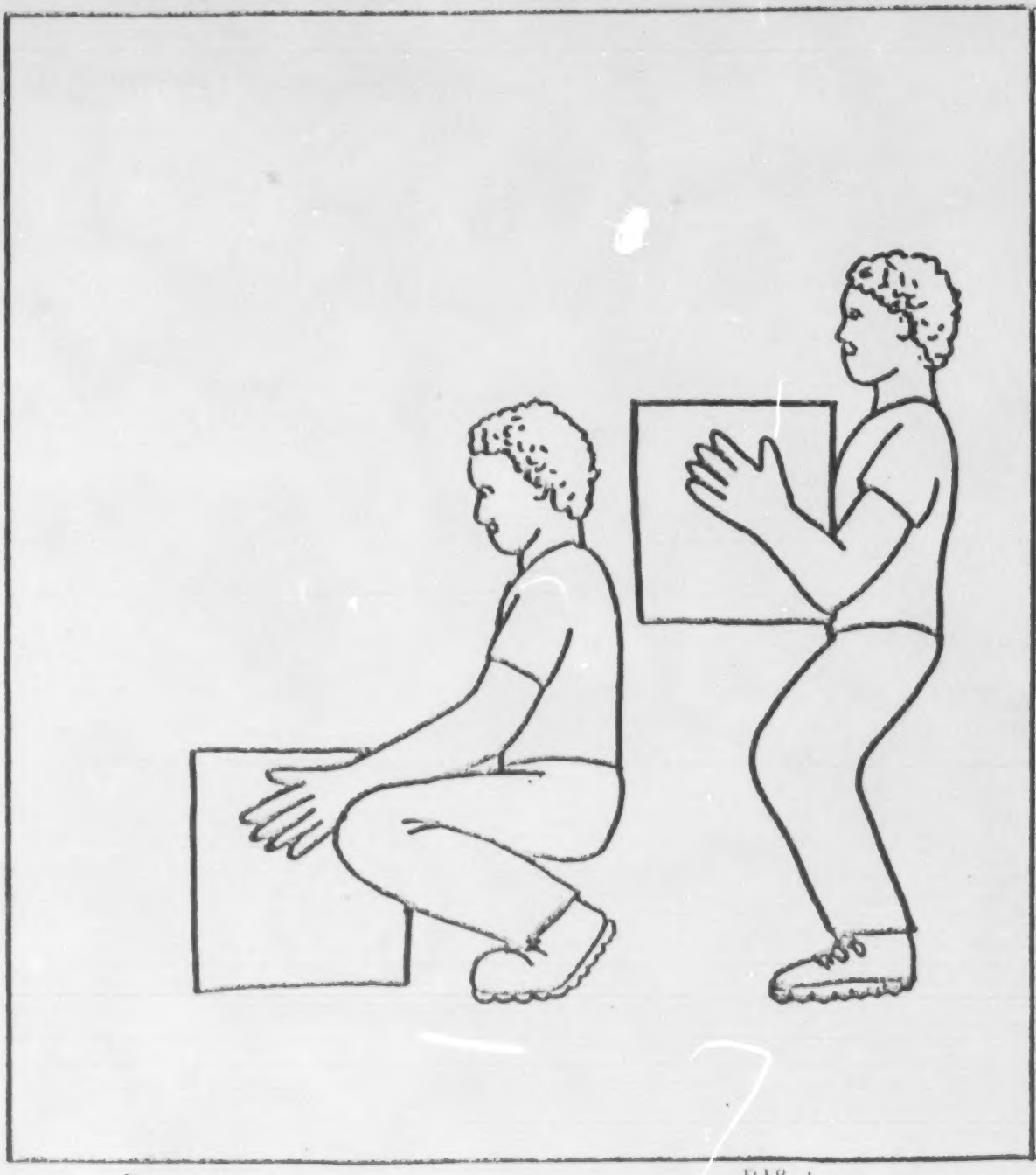
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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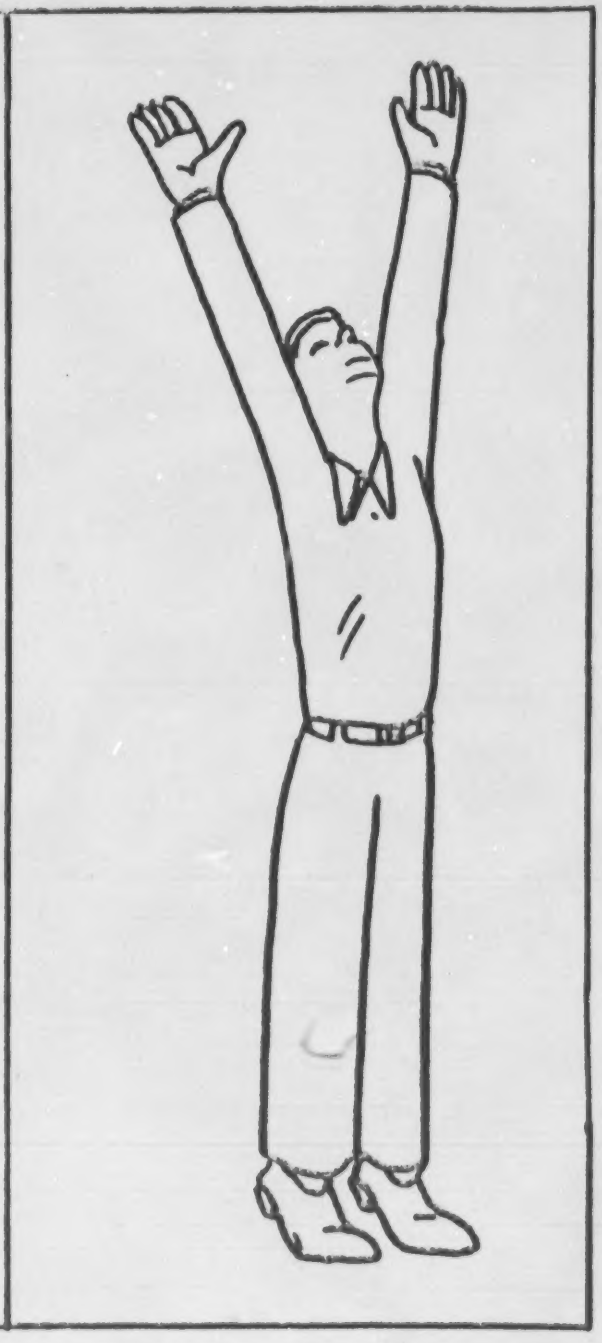

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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

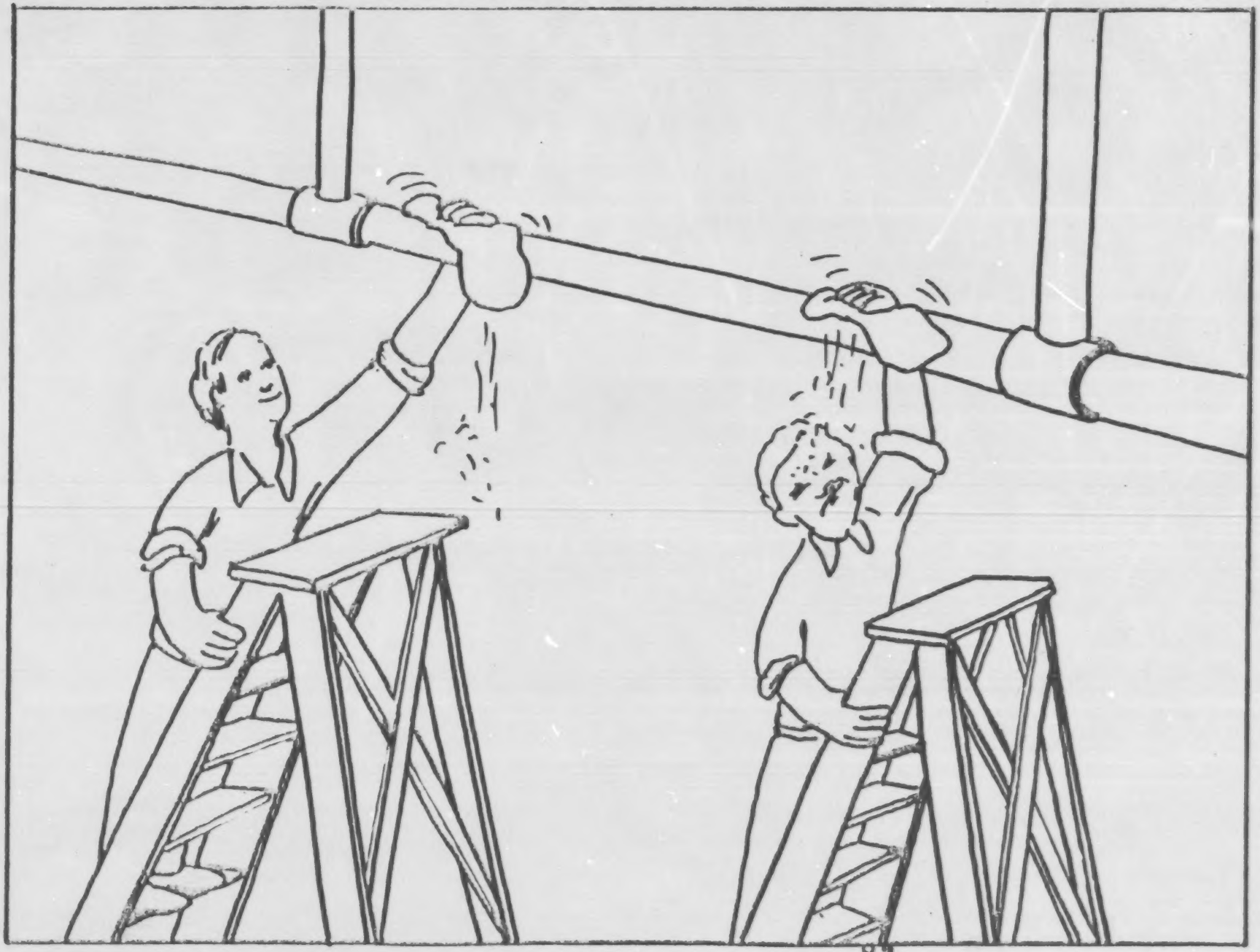
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B21-1

TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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B22-2

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TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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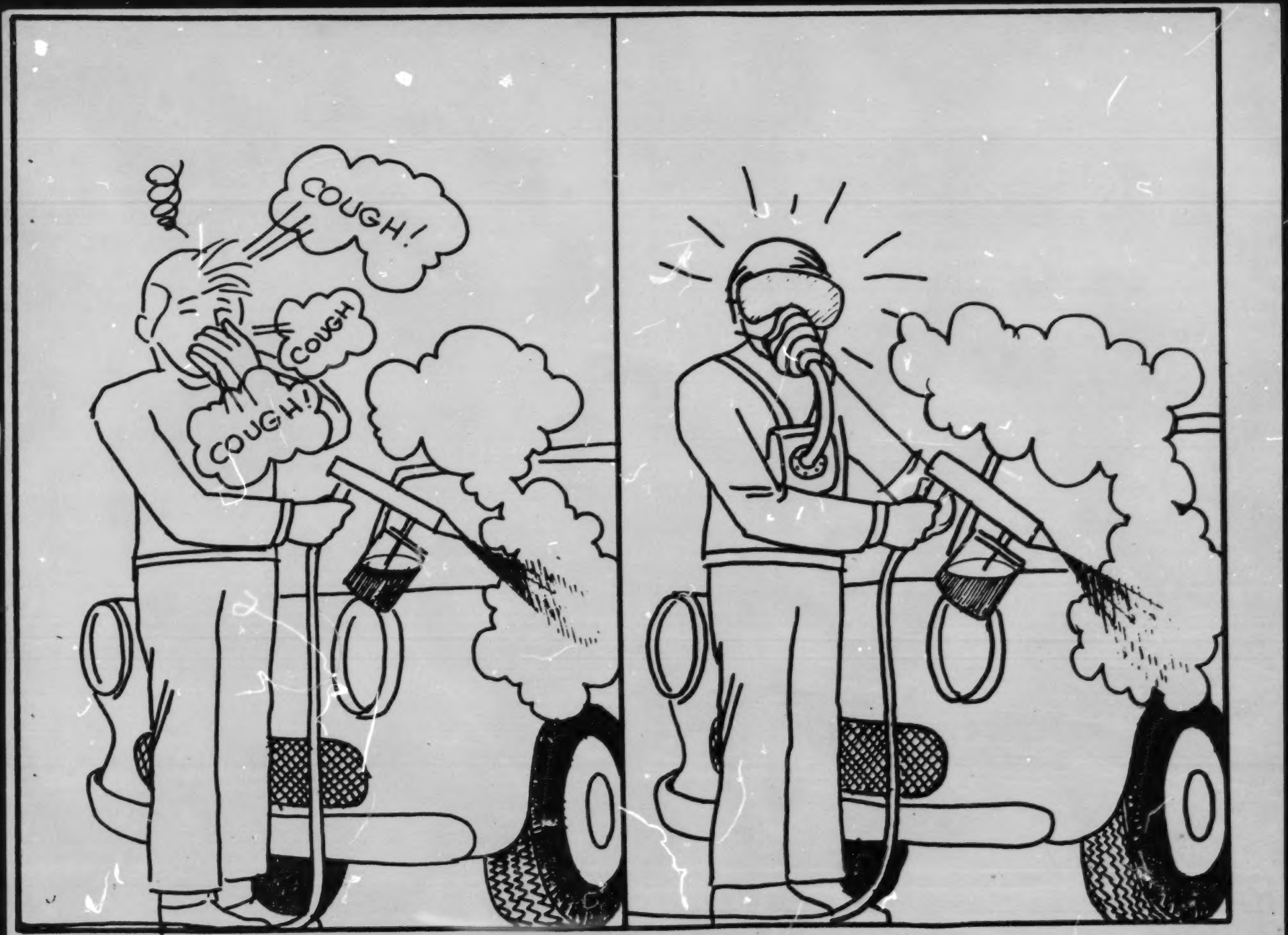

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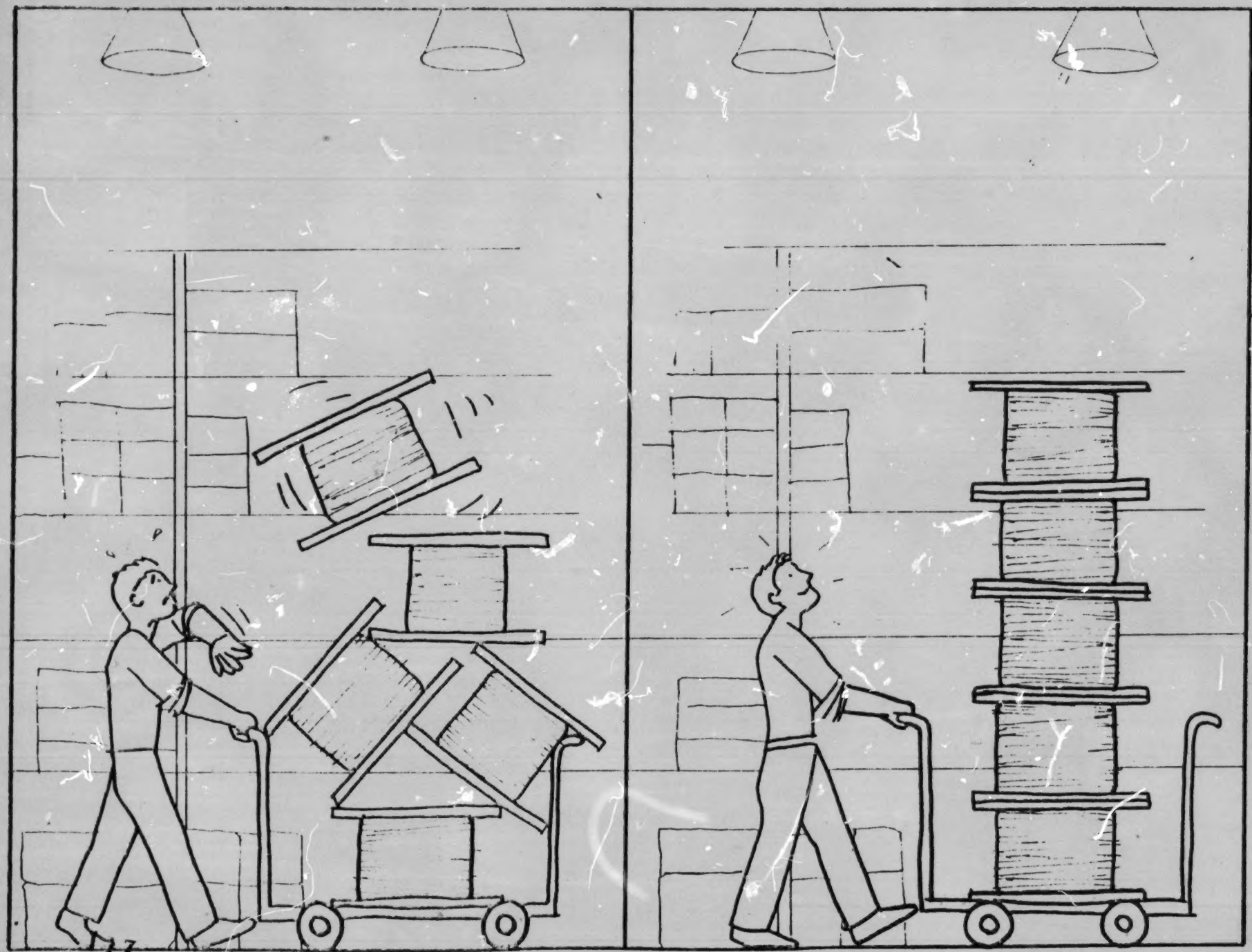

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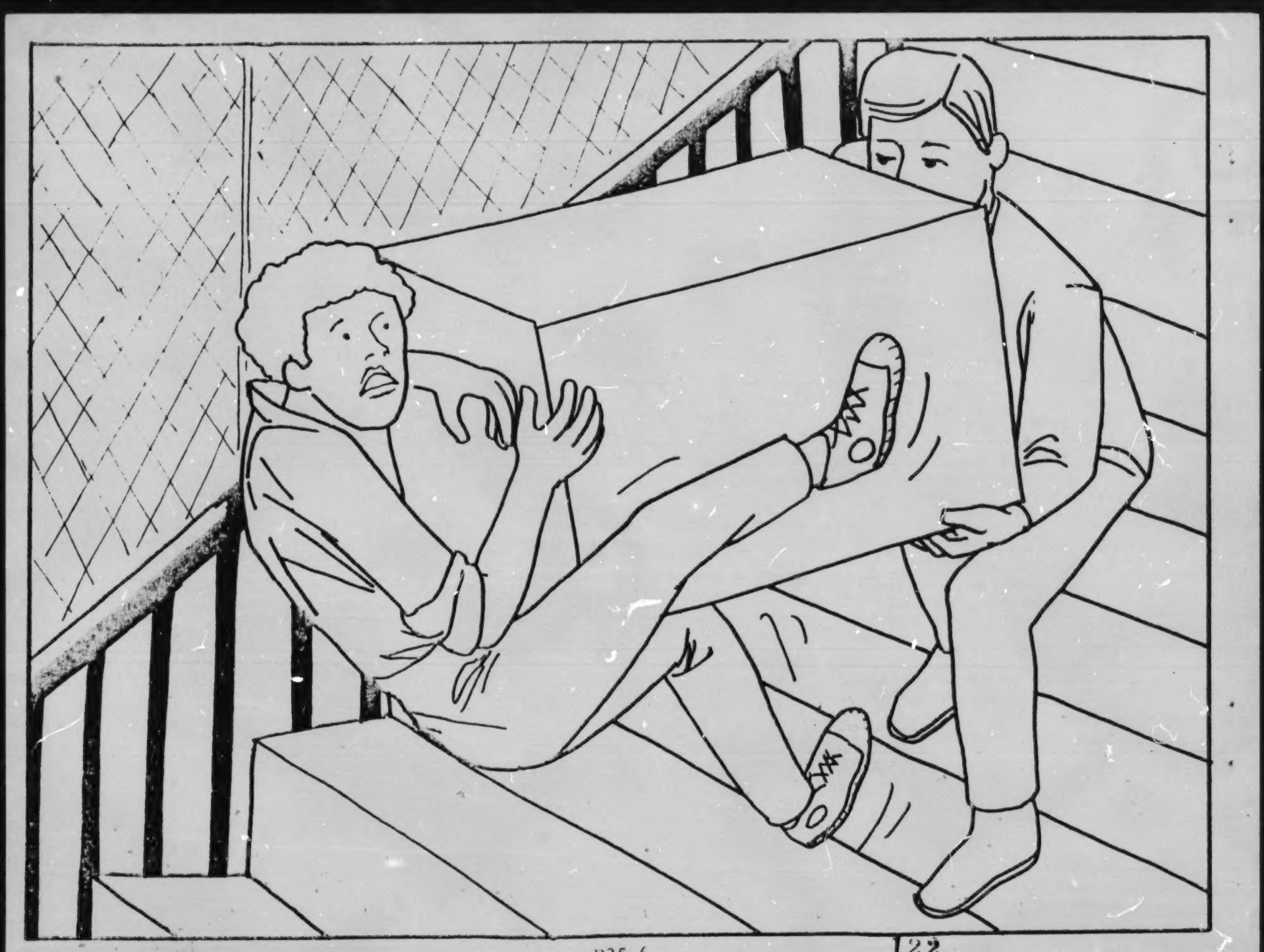

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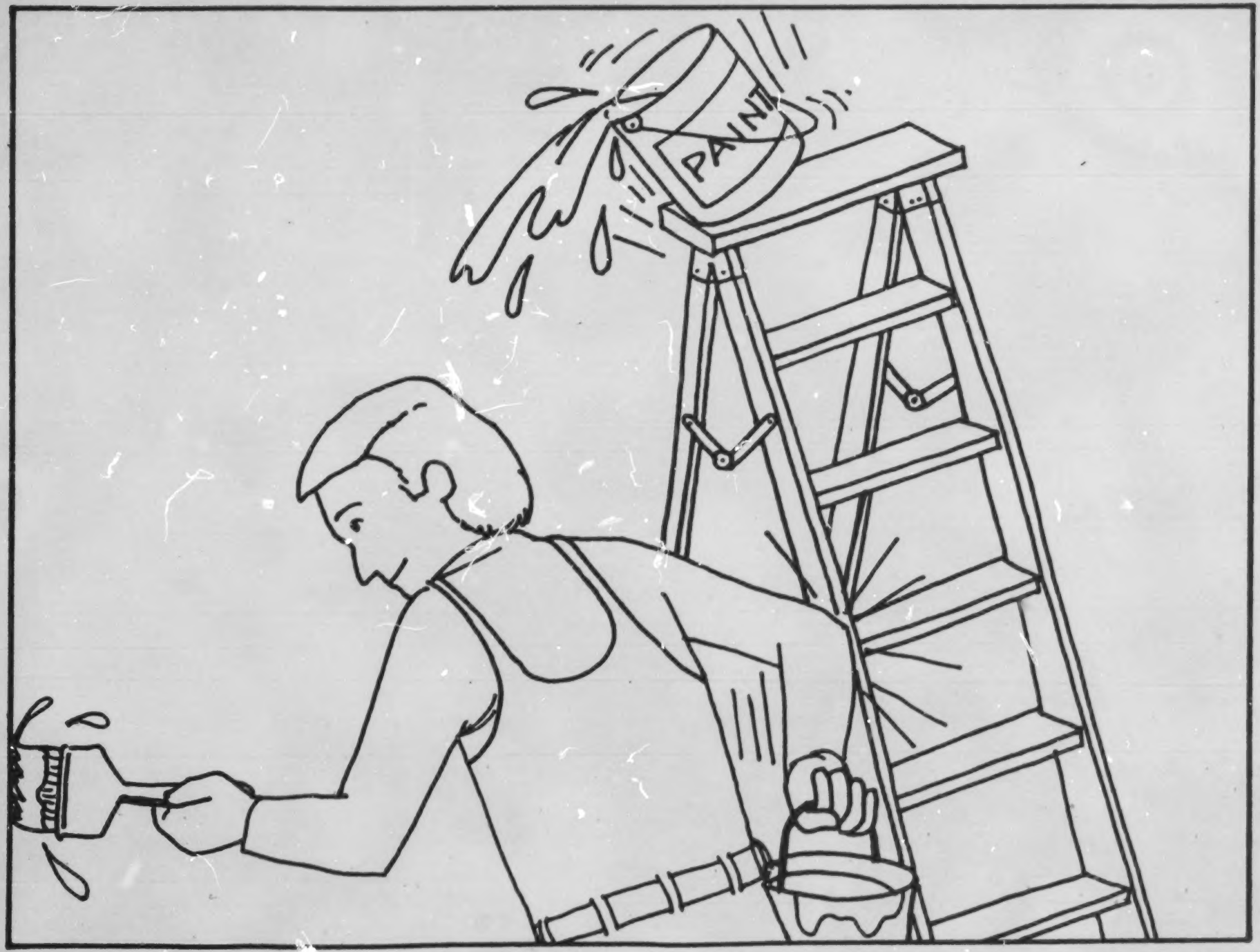

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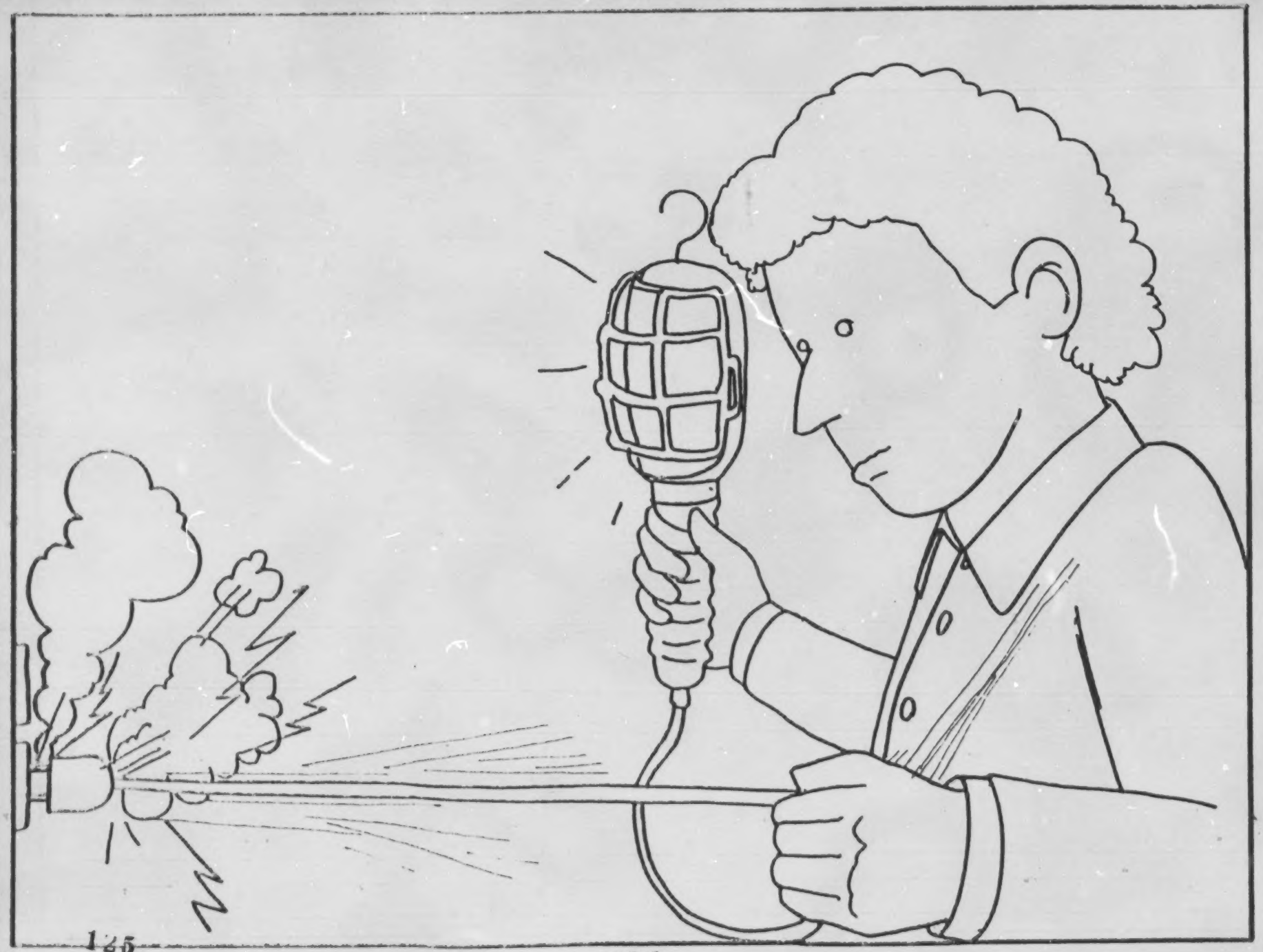

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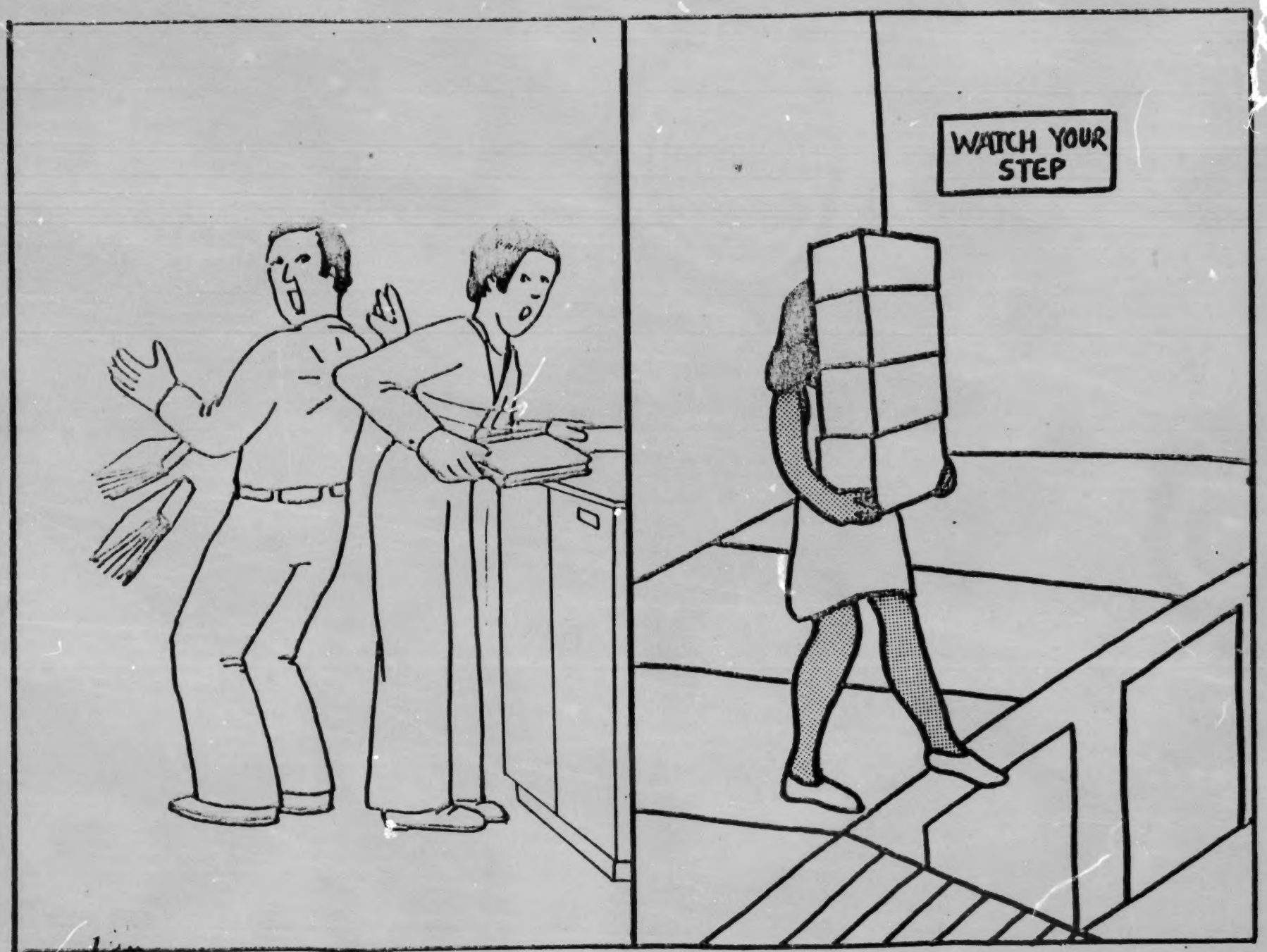

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T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
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Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
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Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
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Chicago, IL 60607

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Easton, PA 18042

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Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

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Boston, MA 02115

Rosen, Richards, Press, Inc.
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New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

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3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

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Box 8, University Station
Syracuse, NY 13210

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1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

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301 East Lawrence Avenue
Springfield, IL 62703

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Washington, DC 20005

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Bulletins are available from
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Washington, DC 20402

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Job Corps, Development Division, Manpower Administration
Patrick Henry Building
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Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

A Bank-Clerk Assistant

- performs the following major tasks:

  collects checks and tapes from tellers

  runs checks on adding machine to verify totals

  makes corrections on tellers' tapes if necessary

- works in coordination with bank clerks and tellers
- works under periodic supervision
- works in a bank where many business machines produce a relatively high noise level; stands mostly while working

TOPIC: Following Printed Directions

BANK-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Collecting Checks and Tapes from Tellers

BANK-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S collects from each teller house and rack checks, as well as corresponding cut-off tapes.

S makes certain that each tape collected from tellers has been simplexed, labeled, totaled, and attached to checks with rubber band.

S verifies that top and bottom checks correspond with amounts listed on cut-off tape received from teller.

S verifies that only single copy of each tape has been received.

S collects checks and cut-off tapes from tellers periodically during and at end of business day, each time repeating above procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect from tellers and (2) group properly house and rack checks and corresponding cut-off tapes in preparation for running checks on adding machine for verification of totals on tellers' tapes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Running Checks on Adding Machine

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S depresses TOTAL button on adding machine.

S depresses amount of top check on keyboard of adding machine with right hand and hits addition bar while holding check in left hand.

S turns check facedown.

S picks up next check and repeats above procedure until all checks in group have been run on adding machine.

S again depresses TOTAL button.

S compares total on adding machine with total of tape collected from teller:

- If totals agree, S proceeds to next bundle of checks
- If totals do not agree, S compares tapes and makes corrections

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) run tellers' checks on adding machine and (2) verify them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Corrections

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S compares teller's or branch clerk's tape totals with corresponding check totals, which he has tallied, taking out any that are listed incorrectly.

S circles on tape amount of check or checks listed incorrectly.

S writes correct amount of check next to incorrectly listed amount.

S subtracts incorrect amount from tape total and adds correct amount.

S looks for other checks listed incorrectly if tape totals still do not agree, and makes necessary changes using same procedure.

S repeats above steps if error occurred on branch clerk's tape.

S notifies teller if error was on teller's tape, insuring that teller makes appropriate changes in records.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) correct discrepancies on teller's or branch clerk's tapes, (2) notify teller of any corrections made, and (3) insure that teller makes appropriate corrections in records. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

BANK-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Collator

- performs the following major tasks:

  collates a variety of materials

  keeps work area neat and orderly

- works usually in combination with other workers
- works under periodic supervision
- works in an environment that varies from spacious to cramped, where office machines may produce a high noise level; stands mostly while working

TOPIC: Following Printed Directions COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Paper-Cutting Machines COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the uses of paper-cutting machines and the dangers involved in handling them.

S selects an appropriate stack of paper to cut.

S squares stack of paper against straight edge and lines it up at spot where cut is desired.

S holds stack with one hand and applies a steady downward pressure on the blade to execute cut.

Safety Considerations: Keep hands away from blade

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to operate a paper-cutting machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Counting Copy-Machine Production

COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains operation and function of counting machines.

S sets counter of machine to designated number.

S loads machine with a supply of paper.

S presses START button.

S continues procedure until desired number of copies has been counted out.

S records number of copies produced and signs own name on copy machine daily record sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set counter of machine to designated number, (2) operate machine, (3) keep machine supplied until desired number of copies has been counted out, and (4) record number of copies made on record sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Collating Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places copies to be collated in stacks on a suitable table or in a collating rack.

S lifts top copy from each stack in turn, to make a complete set.

S examines set to insure that copies are collated properly.

S continues collating sets until required number is reached.

S fastens each set by method requested.

S stores collated material in designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) arrange materials in stacks for collating, (2) collate individual sets, and (3) fasten each set by method requested. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress COLLATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A File-Clerk Assistant

- performs the following major tasks:

  sorts and collates papers and other material for filing

  places a variety of material in appropriate files

  maintains work area in neat and orderly condition

  sorts interoffice and external mail

- works usually alongside but independently of other workers
- works under periodic supervision
- works in an environment that varies from cramped to spacious, where office machines may produce a high noise level; stands mostly while working

TOPIC: Following Printed Directions

FILE-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Collecting and Sorting Papers for Filing

FILE-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S collects materials which have been coded and cross-referenced for filing.

S reads codes and sorts material in alphabetical order, i. e., according to first letter of codes.

S sorts material more carefully, according to proper alphabetical sequence of all letters of code, in preparation for filing.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect coded and cross-referenced material, (2) read codes and sort material alphabetically by first letter of codes, and (3) sort material more thoroughly in preparation for filing. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Placing Material in Files

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S reads file code of material to be filed and locates proper file drawer.

S opens drawer and scans primary file guides to locate major section desired.

S checks whether an individual or special folder has been prepared for material to be filed.

S files material either in corresponding folder or in miscellaneous folder of major section.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) locate file drawer and proper major section, (2) locate appropriate folder, and (3) file material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Sorting Interoffice and Station Mail

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts a group of handwritten and typed envelopes by name and distributes them to proper mailboxes.

S sorts a group of handwritten and typed envelopes by room number, indicated in lower left corner, and distributes them to proper mailboxes or room delivery baskets.

S sorts a group of envelopes which have both names and room numbers and distributes them to appropriate mailboxes or room delivery baskets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by name, or number or both. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Requisition Forms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains purpose and convenience of multi-copy requisition forms.

S fills out multi-copy requisition forms and places the different copies in appropriate out-boxes for subsequent distribution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fill out forms and (2) distribute them as instructed by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

FILE-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

FILE-CLERK ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

INTEROFFICE AND STATION MESSENGER

An Interoffice and Station Messenger

- performs the following major tasks:

  picks up and delivers interoffice and station materials

  assists production foreman in moving product from one production station to another

- is required to work with ease among strangers
- works in cooperation with many workers
- works under periodic supervision
- works in department stores, factories, offices and warehouses; walks most of the time

TOPIC: Picking Up and Delivering Interoffice and Station Materials

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains symbols, codes and numbers on premarked mail, memos and small packages, stressing differences in numbers that are almost alike.

S looks at room numbers on presented material and tells where each item should go.

S tours facility. S delivers premarked mail and items by group to correct rooms and areas. S picks up outgoing mail and items.

S returns to mail room/office, cafeteria and other rooms and areas to deposit material picked up on delivery tour.

S goes to another area and proceeds as above, indicating that he is familiar with any section of facility.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) pick up and (2) deliver a variety of mail, packages and other materials to specific rooms and areas within a facility. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Riding in Delivery Trucks

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to mount different vehicles safely under varying weather conditions, emphasizing good hand and foot grips and the need to look before mounting or dismounting a truck.

S stresses that driver should not be distracted.

S demonstrates proper riding or sitting posture, stressing correct foot and arm positions and importance of wearing safety belts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to ride in a variety of delivery trucks without distracting the driver. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects — INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Clothing Racks

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out rack with merchandise. S stands in front of rack, visible to others. S walks to back of rack to demonstrate that others cannot see him. S explains that he cannot see others. S walks to front of rack and proceeds to pull rack with one hand, keeping rack in back of himself and always facing front to ensure clear vision.

S explains why rack should be pulled from front: poor visibility from back of rack and better control from front.

S pulls rack through class, around counters, through aisles. S looks back before making a turn. S exercises caution so that rack does not hit other objects. S turns slowly and repeatedly looks toward back of rack.

S pulls rack into school freight elevator, if available. S walks to front of rack, holding rack lightly with one hand to keep it from rolling. S always faces front of elevator. S, when elevator stops, pulls rack slowly from car. S walks to back of rack if necessary to position rack so that it can be pulled easily out of elevator. S carefully avoids bumping into people and objects.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move loaded clothing racks (1) through aisles, (2) around people and objects, and (3) on and off elevators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Sorting Interoffice and Station Mail

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts a group of handwritten and typed envelopes by name and distributes them to proper mailboxes.

S sorts a group of handwritten and typed envelopes by room number, indicated in lower left corner, and distributes them to proper mailboxes or room delivery baskets.

S sorts a group of envelopes which have both names and room numbers and distributes them to appropriate mailboxes or room delivery baskets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by name, or number or both. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with U.S. Zip Code Numbers — INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, demonstrating proper technique for easily sorting mail by zip code:

- works with first two digits of zip code and arranges mail in piles starting with 10, 11, 12, etc.
- takes each pile and, while looking at the middle two digits, makes smaller piles in the order of the middle two digits: 11, 23, 56, 67, etc. S breaks down each pile additionally in the order of the last digit, such as 2, 6, 9, etc.
- ties each pile with a rubber band and places a slip of paper with zip code number of the pile under the rubber band.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by zip code. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION MIMEOGRAPH WORKER

A Mimeograph Worker

- performs the following major tasks:

  makes copies on mimeograph machine

  cleans mimeograph machine before storing it

  maintains work area in neat and orderly condition

- works usually independently of other workers
- works under periodic supervision
- works in an environment that varies from an office with business machines to a separate reproduction room with many duplicating machines and a relatively high noise level; stands mostly while working

TOPIC: Following Printed Directions

MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Readying Mimeograph Machines MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes cover from mimeograph machine and places it in its storage place.

S checks ink supply in machine tank; if ink level is low, S fills tank according to manufacturer's specifications.

S refills tank carefully to avoid spilling ink.

S returns counter on machine to zero.

S selects paper size appropriate for copy to be made.

S places an amount of paper appropriate for job in paper tray. S carefully places curl of paper down and adjusts paper guides.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove and store mimeograph machine cover, (2) check ink supply and fill if necessary, (3) select paper of proper size and in appropriate amounts for job, (4) place paper in paper tray with curl of paper down, and (5) set paper guides. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Monitoring and Counting Copy-Machine Production

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains operation and function of counting machines.

S sets counter of machine to designated number.

S loads machine with a supply of paper.

S presses START button.

S continues procedure until desired number of copies has been counted out.

S records number of copies produced and signs own name on copy machine daily record sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set counter of machine to designated number, (2) operate machine, (3) keep machine supplied until desired number of copies has been counted out, and (4) record number of copies made on record sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Copies on Mimeograph Machine MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes protective cover from mimeograph machine cylinder and stores it in its proper place.

S places prepared stencil snugly on cylinder and smooths out wrinkles.

S removes backing sheet and fastens stencil.

S engages paper-feed mechanism.

S starts machine, checking first few copies produced; S then continues to run off number of copies requested.

S stops machine when required number of copies has been printed as indicated on counter.

S removes copies from receiving tray and places them in squared stack in designated area for pickup.

Safety Considerations: Keep hands away from cylinder, paper-feed mechanism and rollers when machine is in operation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove and store protective cover of mimeograph machine cylinder, (2) affix stencil securely and wrinkle-free on cylinder, (3) run required number of copies, and (4) place them neatly in designated area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning and Storing Mimeograph Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes stencil from cylinder and either discards it or files it as directed.

S replaces protective cover on mimeograph machine cylinder and turns cylinder to STOP position.

S cleans ink smudges from machine with a clean cloth and cleaning fluid.

S places cover over machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove stencil and either discard or file it, (2) replace protective cover on cylinder, (3) move cylinder to STOP position, (4) clean mimeograph machine, and (5) cover it for storage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

MIMEOGRAPH WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Photocopy-Machine Worker (Dry)

- performs the following major tasks:

  makes copies on dry photocopy machine

  maintains dry photocopy machine

  maintains work area in neat and orderly condition

- works independently of other workers
- works under periodic supervision
- works in an environment that varies from a business office to a separate reproduction room, with many duplicating machines and a relatively high noise level; stands mostly while working

TOPIC: Following Printed Directions

PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Opening Sealed Corrugated Cartons

PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Dry Photocopy Machines PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S maintains an adequate supply of materials for operating dry photocopy machine.

S turns on photocopy machine, cleans glass and fills paper tray.

S checks dry imager or toner; if a replacement supply of imager or toner is needed, S replaces it following manufacturer's instructions.

S checks for paper misfeeds if indicated by photocopy machine.

S turns photocopy machine off at end of workday.

S reads meter indicating number of copies made, and fills in meter card. S mails card to photocopy-machine company each month.

S calls service office of photocopy-machine company for other technical problems.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) maintain a supply of materials for operating dry photocopy machine, (2) turn machine on and off, (3) check supply of imager or toner, and replace it when necessary, (4) maintain paper supply in paper tray, (5) clear paper misfeeds, (6) maintain meter readings, and (7) call photocopy-machine company for service when needed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Making Copies on Dry Photocopy Machine

PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places material to be copied in dry photocopy machine.

S turns counter on photocopy machine to number of copies desired.

S selects any special features of machine that are appropriate for particular copy desired.

S starts machine, duplicating required number of copies.

S removes copies from paper-receiving tray and places them in designated area for pickup.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place material in machine for copying, (2) turn counter on machine to number of copies requested, (3) select special features appropriate for particular copy, (4) start machine, and (5) remove copies and store them in designated area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Counting Copy-Machine Production PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains operation and function of counting machines.

S sets counter of machine to designated number.

S loads machine with a supply of paper.

S presses START button.

S continues procedure until desired number of copies has been counted out.

S records number of copies produced and signs own name on copy machine daily record sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set counter of machine to designated number, (2) operate machine, (3) keep machine supplied until desired number of copies has been counted out, and (4) record number of copies made on record sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PHOTOCOPY-MACHINE WORKER (DRY)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Photocopy-Machine Worker (Wet)

- performs the following major tasks:

  makes copies on wet photocopy machine

  maintains wet photocopy machine

  maintains work area in neat and orderly condition

- works independently of other workers
- works under periodic supervision
- works in an environment that varies from a business office to a separate reproduction room, with many duplicating machines and a relatively high noise level; stands mostly while working

TOPIC: Following Printed Directions

PHOTOCOPY-MACHINE WORKER (WET)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Wet Photocopy Machines

PHOTOCOPY-MACHINE WORKER (WET)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S maintains an adequate supply of developing solution, negative paper, and positive paper for operating wet photocopy machine.

S checks developing solution periodically; when solution needs to be changed, S changes it following manufacturer's instructions.

S checks power supply to photocopy machine before starting to operate machine.

S cleans exterior of machine after each use with a clean cloth and mild cleaner.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) maintain a supply of materials for operating wet photocopy machine, (2) check solution, periodically changing it as necessary, (3) check power supply before operating machine, and (4) keep machine clean. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Copies on Wet Photocopy Machine

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places a sheet of negative copy paper and material to be copied in wet photocopy machine for exposure.

S develops negative copy sheet by immersing it in developing solution of photocopy machine.

S places negative copy sheet face to face with sensitized side of positive copy paper, feeding them through developing process of photocopy machine.

S explains that a negative can be used for making up to five copies; if more than five copies are requested, S repeats entire process.

S makes as many copies as requested and places them in designated area for pickup.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) make a negative of material to be copied, (2) use it to make required number of copies, and (3) place them in designated area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PHOTOCOPY-MACHINE WORKER (WET)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

PROOF-MACHINE OPERATOR

A Proof-Machine Operator

- performs the following major tasks:

  operates adding machine for determining totals of checks

  operates proof machine for sorting, recording, and proving records of bank transactions

  corrects tape errors and missorts

- works in coordination with other workers
- works under periodic supervision
- works in an office environment, with a relatively high level of business machine noise; stands mostly while working

TOPIC: Following Printed Directions

PROOF-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Preparing Work for Proof Machine

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S obtains five bundles of checks, consisting of 25 to 30 checks each, from cardboard storage box.

S totals out adding machine before proceeding.

S runs each bundle of checks on adding machine, totals adding machine, and removes tape after each bundle is completed.

S explains that this tape is commonly called the run-up tape.

S places rubber band around tape, and corresponding bundle of checks, to hold them together.

S runs a total of all run-up tapes on a separate tape.

S explains that this tape is called the master run-up tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare work for proof machine by (1) running an adding machine tape for each bundle of checks and (2) recapping running totals of these tapes on a separate master run-up tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Proof Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S inserts key in lock on lower left side of proof machine and turns it to right, turning proof machine on.

S depresses ERROR key:

- If figures appear on proof-machine master tape, S notifies person in charge.
- If zeros appear on proof-machine master tape, S proceeds to next step.

S simultaneously depresses PROOF TOTAL and NO SORT buttons with right hand and pocket buttons 1 through 16 with left hand to open bins and reveal master tape totals; bins open automatically and totals appear on proof-machine master tape.

S examines each bin for checks that may have been left by previous operator:

- If checks are found, S gives them to person in charge.
- If bins are empty, S proceeds to next step.

S closes all bins securely, thereby extinguishing red light labeled FULL POCKET.

S checks back of proof machine to insure that each bin contains a compartment tape:

- If any compartment tapes are missing, S notifies person in charge.
- If all compartment tapes are in place, S proceeds to next step.

S again depresses ERROR key:

- If figures appear on master tape, S notifies person in charge.
- If zeros appear on master tape, proof machine has been opened properly.

S explains that proof machine is now ready for sorting checks.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) open proof machine by turning it on, (2) verify that error key indicates zeros, (3) check proof total of each bin, (4) examine bins for any checks that may have been left behind, and (5) insure that there is a compartment tape in each bin. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Using ABA Sort Cards

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains meaning of ABA.

S describes principal functions of American Banking Association (ABA).

S explains how to use ABA sort card.

S identifies ABA number in upper right-hand corner of check.

S looks for corresponding number on left-hand side of ABA sort card.

S explains that if ABA number is not shown, check is classified as miscellaneous.

S looks to right of ABA number, or to right of word Miscellaneous, on ABA sort card for corresponding proof-machine pocket number.

S points out corresponding pocket button on proof machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify ABA sort numbers on checks, (2) use ABA sort card to find corresponding proof-machine pocket numbers, and (3) point out corresponding pocket buttons on proof machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating Proof Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S compares run-up tapes with master run-up to ascertain that tape from each bundle of checks is listed correctly.

S removes tape from bundle of checks and compares top and bottom checks in bundle with amounts listed on tape:

- If amounts do not agree, S makes corrections.
- If amounts agree, S proceeds to next step.

S depresses with right hand proof-machine adding keys corresponding to amount on each check.

S refers to ABA sort card in order to determine which pocket button to press.

S depresses pocket button, using right hand.

S inserts check facedown in magnetic area of machine slot, using left hand.

S repeats above steps until last check of bundle has been inserted in machine.

S depresses ERROR key after last check has been inserted.

S ascertains that total appearing on proof-machine master tape agrees with total of run-up tape:

- If totals do not agree, S compares amounts on run-up tape with amounts on proof-machine master tape. When error is found, S follows procedure for making corrections.
- If totals agree, S picks up total on adding machine keyboard of proof machine and depresses CREDIT POCKET and NO SORT buttons.

S repeats above sequence for each bundle of checks.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate proof machine for sorting and recording checks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Corrections in Proof Machine Before Finishing Bundle of Checks

PROOF-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S depresses appropriate pocket button to correct incorrectly registered amount.

S depresses BIN RELEASE button to open bin; FULL POCKET light goes on.

S removes check from bin, making sure it is appropriate check.

S closes bin securely.

S picks up incorrect amount of check on adding machine keyboard of proof machine and depresses REVERSE ENTRY key.

S picks up correct amount of check on adding machine keyboard of proof machine and depresses DISABLE ENDORSE button.

S then continues to run bundle of checks on proof machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) retrieve checks to correct incorrectly registered amounts and (2) make corrections in proof machine as necessary before finishing bundle of checks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Corrections in Proof Machine After Finishing Bundle of Checks

PROOF-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S circles amount in question on run-up and master tapes.

S depresses appropriate pocket button and BIN RELEASE button.

S removes check from bin, making sure it is appropriate check:

- If amount of check agrees with proof-machine master tape, S writes correct amount on left side of run-up tape, subtracts incorrect amount from run-up total, then adds correct amount. S replaces check in bin and closes bin securely.
- If amount of check agrees with adding machine run-up tape, S closes bin securely and proceeds to next step.

S writes correct amount of check on left side of master tape, next to incorrect amount.

S picks up incorrect amount on adding machine keyboard of proof machine and depresses REVERSE ENTRY key.

S picks up correct amount on adding machine keyboard of proof machine and depresses DISABLE ENDORSE button.

S inserts check facedown in proof machine.

S depresses ERROR key:

- If totals of run-up and master tapes still do not agree, S again compares figures on run-up and master tapes until all errors are found. S continues to make corrections on tape and to depress ERROR key until totals agree.
- If totals agree, S picks up total on adding machine keyboard of proof machine and depresses CREDIT POCKET and NO SORT buttons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to retrieve checks to correct incorrectly registered amounts on run-up and master tapes and (2) make corrections in proof machine as necessary after finishing a bundle of checks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Correcting Missorts

PROOF-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that missorts are checks sorted into wrong pocket bins.

S depresses pocket button which corresponds to bin holding missorted check.

S depresses BIN RELEASE button.

S removes missorted check from bin, making sure it is appropriate check.

S closes bin securely.

S picks up amount of check on adding machine keyboard of proof machine.

S depresses REVERSE ENTRY button.

S depresses correct pocket button after referring to ABA sort card.

S depresses DISABLE ENDORSE button and inserts check facedown in machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) retrieve missorted checks from bins and (2) sort them correctly according to ABA sort card. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Closing Proof Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S depresses CREDIT POCKET button used for inserting totals.

S inserts check in proof machine without picking up amount.

S depresses PROOF TOTAL and NO SORT buttons simultaneously with right hand.

S depresses CREDIT POCKET button with left hand.

S compares totals on master run-up tape, which lists five run-up tapes, with total on proof-machine master tape:

- If totals do not agree, S rechecks totals from ERROR key on proof-machine master tape.
- If totals agree, S proceeds to next step.

S depresses PROOF TOTAL and NO SORT buttons simultaneously with right hand.

S depresses pocket buttons 1 through 16 with left hand, to open corresponding bins.

S removes checks from bin 1, tears off corresponding compartment tape, folds compartment tape before placing it on top of checks, and puts rubber band around package, making sure tape total is displayed.

S repeats procedure with remaining 15 bins until all checks are removed from proof machine.

S closes all bins securely.

S depresses ERROR key, ascertaining that zeros appear on proof-machine master tape.

S tears off master tape from proof machine, inserting own name, and date, on bottom of tape and attaching it securely to checks.

S gives to person in charge all run-ups, master run-up, proof-machine master tape and checks.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to close proof machine, leaving it ready for next operator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PROOF-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

RECEPTIONIST

A Receptionist

- performs the following major tasks:

  receives callers

  refers calls to appropriate person or work area, or supplies other pertinent information

  keeps information list up-to-date

  sorts interoffice and external mail

- is required to have a pleasant, helpful, and professional manner in dealing with callers
- works usually alone but in coordination with other workers
- works under periodic supervision
- works in a location where callers enter or where outside phone calls are received

TOPIC: Following Printed Directions

RECEPTIONIST

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying Areas of Responsibility RECEPTIONIST

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S learns location of all services and offices in the facility for which he/she is responsible.

S lists names of persons employed by firm, their areas of responsibility and their exact location within facility.

S lists any timetables or schedules which affect availability of persons.

S keeps information list up-to-date.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) make a list of all services, offices and persons within the work area to which he/she has been assigned and (2) keep list up-to-date. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Receiving Callers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S covers information desk continuously during period of assignment.

S greets callers promptly and courteously.

S politely requires all callers to sign register provided for that purpose.

S promptly provides pertinent information, or refers caller to appropriate source.

TOPIC: Receiving Callers (cont.) RECEPTIONIST

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) greet callers promptly and courteously, (2) politely require each caller to register, and (3) supply information requested, or (4) refer caller to appropriate source. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Sorting Interoffice and Station Mail

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts a group of handwritten and typed envelopes by name and distributes them to proper mailboxes.

S sorts a group of handwritten and typed envelopes by room number, indicated in lower left corner, and distributes them to proper mailboxes or room delivery baskets.

S sorts a group of envelopes which have both names and room numbers and distributes them to appropriate mailboxes or room delivery baskets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by name, or number or both. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

RECEPTIONIST

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

RECEPTIONIST

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Spirit-Duplicator Worker

- performs the following major tasks:

  operates spirit duplicator

  maintains spirit duplicator

  keeps work area neat and orderly

- works independently of other workers
- works under periodic supervision
- works in an environment that varies from a business office to a separate reproduction room; stands mostly while working

TOPIC: Following Printed Directions

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Readying Spirit Duplicators

SPIRIT-DUPLICATOR WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uncovers spirit duplicator and stores cover in appropriate place.

S adjusts fluid control lever to PRIME.

S adjusts pressure lever to control pressure of cylinder on pad.

S checks fluid supply and replaces container when necessary.

S activates cylinder and allows it to rotate about twenty times.

S adjusts fluid control appropriate to size of paper being used for copies.

S adjusts paper guides, loads paper tray with stack of paper, and adjusts paper stop to allow paper to enter paper-feed area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) prime spirit duplicator, (2) adjust cylinder pressure on pad, (3) check fluid supply, replacing container when necessary, (4) adjust fluid control, (5) adjust paper guides, (6) load paper tray, and (7) adjust paper stop. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Copies on Spirit Duplicator

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S affixes master snugly to cylinder, smoothing any wrinkles.

S activates spirit duplicator and rotates cylinder about ten times.

S engages paper-feed mechanism.

S sets counter on spirit duplicator to zero.

S activates machine and makes requested number of copies.

Safety Considerations: Keep hands away from cylinder and paper feed when machine is in operation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) affix master securely and wrinkle-free to cylinder, (2) set counter to zero, and (3) run off number of copies requested. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Counting Copy-Machine Production

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains operation and function of counting machines.

S sets counter of machine to designated number.

S loads machine with a supply of paper.

S presses START button.

S continues procedure until desired number of copies has been counted out.

S records number of copies produced and signs own name on copy machine daily record sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set counter of machine to designated number, (2) operate machine, (3) keep machine supplied until desired number of copies has been counted out, and (4) record number of copies made on record sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Closing Spirit Duplicators

SPIRIT-DUPLICATOR WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S releases and removes master from cylinder.

S stores or discards master as directed.

S turns off duplicator by releasing pressure control.

S removes cover from storage area and covers machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove master, (2) store or discard it as directed, and (3) cover duplicator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SPIRIT-DUPLICATOR WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SPIRIT-DUPLICATOR WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.